

**STATE OF RHODE ISLAND  
DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES**

**PUBLIC NOTICE OF PROPOSED RULE-MAKING**

In accordance with Rhode Island General Law (RIGL) 42-35 and 42-72-5, notice is hereby given that the Department of Children, Youth and Families proposes to amend the following DCYF rule:

**EDUCATION PROGRAM: STRUCTURE AND OPERATIONS**

This rule, previously entitled Education: Program Structure, is being amended in compliance with the federal court order relating to RI Training School residents, the accreditation standards of the American Correctional Association (ACA) for Juvenile Training Schools and Juvenile Detention Facilities, the accreditation standards of the Correctional Education Association and the opening of new facilities. The rule is amended to provide a comprehensive description of the structure and daily operations of the Alternative Educational Program at the RI Training School. Amendments include descriptions of programming for which residents can receive credit or certificates, school wide Title 1 programming, educational planning activities, library services, staff meetings and daily operations. The previous version of this policy, refiled 1/5/07, is superseded by this amended version.

In the amendment of this rule, consideration was given to the following: (1) alternative approaches and (2) overlap or duplication with other statutory and regulatory provisions. No alternative approach or duplication or overlap was identified based upon available information.

This amended rule is accessible on the R.I. Secretary of State's website (<http://www.sec.state.ri.us/ProposedRules/>) and the DCYF website (<http://www.dcyf.ri.gov>) or available in hard copy upon request (401-528-3685). Interested persons should submit data, views or written comments by July 26, 2010 to Susan Bowler, Administrator for Families and Children, Department of Children, Youth and Families, 101 Friendship Street, Providence, RI 02903 ([Susan.Bowler@dcyf.ri.gov](mailto:Susan.Bowler@dcyf.ri.gov)).

In accordance with RIGL 42-35-3, an oral hearing will be granted if requested by twenty-five (25) persons, by an agency or by an association having at least twenty-five (25) members. A request for an oral hearing must be made within thirty (30) days of this notice.

# Education: ~~Education~~ Program: ~~Structure~~ and Operations

Rhode Island Department of Children, Youth and Families  
Division of Juvenile Correctional Services: Training School

Policy: 1200.1702

Effective Date: June 14, 2004 Revised Date: \_\_\_\_\_ Version: ~~12~~

~~The Principal develops and implements a total programming approach that places the educational services in the context of a youth centered rehabilitative program. The Principal of the Education Program is responsible for developing and maintaining a program structure that:~~

~~facilitates the effective delivery of educational services. The program structure will provide:~~

- ~~• Allows residents to enter programming at any time and proceed at their own pace.~~
- ~~• Encourages collaborative planning and policy development with educators, community resources, and other Training School staff. A clearly articulated mission for the program that focuses the attention of program staff and others on what the program is intended to accomplish.~~

~~• Guides daily operations and supports the delivery of state of the art educational services. A structure that assists students in moving toward greater independence by increasing their skill level in self-help domains, in the productive use of leisure time and in community integration.~~

~~• Accountability, both fiscally and in terms of goal attainment, in order to maintain integrity through documentation and policies and procedures.~~

~~Operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures, Individualized Education Program (IEP) and Section 504 planning processes and guidelines for the operation of a staff team.~~

~~Facilitates effective communication.~~

- ~~• Complies with standards established by Title I by the RI Department of Education for school-wide programming.~~
- ~~• Makes certification and credentialing courses available to residents within the guidelines established by state and federal law.~~

## **Related Procedures**

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## Education: ~~Program~~: ~~Structure~~ and Operations

### Related Policy

Administration of the Education Program

Middle/Secondary Education

General Education Development (GED)

Post Secondary Education

Career and Technical Education

Training and Professional Development

Special Education Services

Compliance with Section 504 of the Rehabilitation Act

Discipline for Academic and Vocational Classes

## **Education:- Program: Structure and Operations**

Procedure from Policy 1200.1702: ~~Education:- Program: Structure and Operations~~

- ~~A. The Principal develops and maintains a program structure and operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures and guidelines for the operation of a staff team.~~
- ~~A. The Principal develops, implements, and manages all aspects of the facility according to the parameters that are established by the Department, this policy and the law.~~
- B. This Educational Program addresses the profound and diverse needs of residents and includes:
1. Middle/Secondary Programs in conformance with DCYF Policy 1200.1722, Middle/Secondary Education;
  2. General Education Development Program in conformance with DCYF Policy 1200.1731, General Education Development (GED);
  3. Post Secondary Programs in conformance with DCYF Policy 1200.1724, Post Secondary Education;
  4. Special Education and Section 504 services in conformance with DCYF Policy 1200.1725, Special Education Services and DCYF Policy 1200.1726, Section 504 of the Rehabilitation Act.
- ~~C. The Education Program assists residents in participating in, receiving credit for, and completing credentialing programs:~~
- ~~1. Teachers identify residents, based on educational history, academic ability, behavior and performance, placing them according to their educational needs and eligibility.~~
  - ~~2. Residents access certificates through an array of programs that may include but are not limited to:~~
    - ~~a. High School Diploma (Issued by the high school)~~
    - ~~b. General Education Diploma~~
    - ~~c. Community College of Rhode Island~~
    - ~~d. Drivers Education~~
    - ~~e. Computer Technology~~
    - ~~f. Carpentry~~
    - ~~g. Culinary Arts~~
    - ~~h. Creative Arts~~
  - ~~3. Residents remaining at the Training School to the completion of the course of study may receive a:~~
    - ~~a. Certificate of completion in career/co-curricular courses.~~
    - ~~b. High School Diploma (awarded by the resident's identified community Local Education Authority)~~
    - ~~c. General Education Diploma~~
    - ~~d. College course credits (awarded by the college or university)~~
    - ~~e. Transition Plans address the strategies for assisting residents leaving the Training School before the completion of the course of study to achieve a certificate, Diploma, GED or college credit.~~
- ~~D. The Education Program utilizes Title I funding to provide direct and indirect support services to all residents to:~~
- ~~1. Improve academic performance.~~
  - ~~2. Provide transition planning.~~
  - ~~3. Provide residents returning to the community with support to ensure continued educational success.~~
- B.E. The Principal or his/her designee will ensure that the Education Program addresses the following: In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan which includes, but is not limited to

1. Assessment and Education Planning:
  - a. Assessing residentjuveniles' strengths and weaknesses through the use of a variety of screening techniques and instruments;
  - b. Identifying any difficulties experienced by juvenileresidents and communicating that information to professional support staff;
  - c. Distributing the assessment data for overall education planning;
  - d. Facilitating ~~any~~ specialized medical and/or psychological testing that is determined to be essential; and
  - e. Offering a diagnostic perspective of each juvenileresident's educational needs to the school, court or other involved agencies/individuals.
2. Social and Educational Skills Development:Support Programs:
  - a. Focusing ~~primarily~~ on coping skills for daily ~~detention~~-living during confinement and re-socialization skills for return to the community;
  - b. Providing support and information for residentjuveniles to reduce their anxiety about their status;
  - c. Improving the quality of staff-residentjuvenile relationships, helping residentjuveniles to more positively respond to adults as authority figures; and
  - d. Assisting residentjuveniles to increase and improve their independent problem-solving skills.
3. 3. Education:
  - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
  - b. Providing educational services that motivate residentjuveniles to continue their education upon release;
  - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits, and attitude that is required for successful employment; and
  - d. Introducing community resources that support and sustain juvenilesresidents.

- F. The Principal is responsible for ensuring the development of a curriculum that is:
1. Data driven, competency based, and compatible with the mission of the Educational Program
  2. Revised as necessary, but no less than annually, to ensure congruence with resident needs.
  3. Compatible with state requirements.

- G. In curriculum and lesson planning, teachers consider:
1. Resident needs
  2. Resident involvement in planning
  3. Social, cultural, economic and geographic factors
  4. Assessment and monitoring
  5. Formal and informal reporting procedures (e.g., report cards, bi-monthly reviews, Individual Educational Plans, conferencing)
  6. RI Department of Education Performance Standards and the Common Core Curriculum

- H. The Principal ensures that daily program operations comply with policy and procedure, collective bargaining agreements and state and national accreditation standards.

- I. The Principal ensures that classrooms meet state educational requirements and that the program has access to specialized equipment necessary to meet state standards.

- J. A Librarian, certified by the RI Department of Education in conformance with DCYF Policy 1200.0000, Legal Establishment, coordinates and supervises library services.
1. Library materials are acquired to meet resident educational, vocational, health, and mental health needs.

2. The Library is available to all residents.
- K. Administrative staff conduct daily operations and management in conformance with R.I.G.L. Chapter 16, Section 16-2-9.1 that describes ethical professional principles in the school management:
1. Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary;
  2. Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools;
  3. Recognize the critical responsibility for staff selection, while clearly defining their roles and responsibilities, and evaluating their performance regularly;
  4. Accept and encourage a variety of opinions from and communication with all parts of the community;
  5. Make public, relevant institutional information in order to promote communication and understanding between the school system and the community;
  6. Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations;
  7. Conduct staff meetings with planned and published agendas;
  8. Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved;
  9. Establish and maintain procedural steps for resolving complaints and criticisms of school affairs;
  10. Recognize that the first and greatest concern must be the educational welfare of the residents;
  11. Avoid being placed in a position of conflict of interest and refrain from using position for personal gain; and
  12. Attend regularly scheduled meetings as possible, and become informed concerning the issues to be considered at those meetings.
- L. Education staff comply with Department and RITS attendance and lateness policies and contact the designated staff member on the morning of an absence no later than 6:30 AM.
- M. The communication structure supports programming and operations.
1. Mandatory staff meetings, facilitated by the Principal or his/her designee, occur at a minimum of one (1) hour per month.
  2. Teachers attend without additional compensation in accordance with the contractual agreement.
  3. Unless modified by the Principal or designee, the monthly meeting is scheduled on a rotating basis, for a different day of the week each month to accommodate teacher schedules.
  4. In addition, all teachers participate in collaborative meetings as scheduled to discuss the teaching/learning process.
  5. With the exception of the Superintendent, only school administrators and staff and/or faculty attend staff and/or faculty meetings. Third party attendance and/or presentations at staff and/or faculty meetings only occur with prior approval of the Principal.
- N. Paragraphs A - M are consistent with Correctional Education Association Standards 13 – 18, 38 – 39; 43 – 44; 46 – 63, as well as American Correctional Association Standards 3-JDF-5C-03; 3-JDF-5C-04; 3-JDF-5D-02; 3-JDF-5D-03; 3-JTS-2E-04; 3-JTS-5D-01; 3-JTS-5D-02; 3-JTS-5D-13; and 3-JTS-5D-14.
- ~~A. The organizational structure is designed to effectively facilitate departmental operations as follows:~~
- ~~1. The RITS Superintendent or his/her designee will provide supervision, guidance and support to Principal.~~
  - ~~2. The Principal has the overall responsibility for the effective operation of the Education Program and provides direct supervision to the Assistant Principal, Director of Special Education, Senior Clerk Typist,~~

and the Administrative Assistant and others, as appropriate. The Principal also manages the daily planning and operations of the itinerant and career/technical programs and the post secondary education programs.

3. The Director of Special Education provides direct supervision, guidance, and support to the Student Support Programs. He/She is responsible for managing the daily planning and operations of the Language support, Guidance and Math, English Language Learners (ELL) support, Resource support and Clinical support.

D. The overall program structure for education has three main components that are described in detail in this manual:

1. Middle/Secondary Programs (see Policy 1200.1722, Middle/Secondary Education Program);

2. General Education Development Program (see Policy 1200.1731, General Education Development (GED) Program); and

3. Post Secondary Programs (see Policy 1200.1724, Post Secondary Education).

E. The Principal may reassign supervisory duties and responsibilities as he/she deems necessary and/or appropriate.